

**Alternative Schools Accountability Model
Indicator Reporting Guide for
School Year 2002-2003**

California Department of Education

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Alternative Schools Accountability Model Indicator Reporting Guide for School Year 2002-2003

I. Background and Introduction

Authorizing Legislation

California's Alternative Accountability System has been developed following the mandate of the Public Schools Accountability Act (PSAA), Chapter 3, Statutes of 1999 [Article 2, section 52052 (g)] which required that by ... *July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop an alternative accountability system for schools with fewer than 100 pupils, and for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools, including continuation high schools and independent study schools.*

Purpose of this Guide

This *Guide* provides information to assist local administrators and staff in reporting indicator data for school year 2002-2003, the second implementation year for the Alternative Schools Accountability Model (ASAM). Participating schools will have collected performance data on their approved indicators for all students enrolled for a minimum of 90 days between July 1, 2002 and June 30, 2003.¹ Schools that first entered the ASAM in school year 2002-2003 will submit first-year baseline reports, and those that first participated in the ASAM in school year 2001-2002 will submit second-year data. All participating schools will submit their data by logging on to the ASAM Online Reporting System (ASAM ORS) at <<http://www.cde.ca.gov/psaa/asam/>> beginning on June 15, 2003.

Development and Critical Features of the ASAM

In July 2000, the State Board of Education (State Board) approved the framework for the Alternative Accountability System developed by the Superintendent's Advisory Committee for the PSAA.² The conceptual model for the ASAM incorporated ideas gathered from representatives of professional organizations and local school administrators. It emphasized three central concepts:

- Student and school performance measures should be based upon multiple indicators that assess a school's ability to serve high-risk students. The indicators should measure change in learning readiness, engagement, and educational goal attainment,

¹ School districts and county offices of education selected appropriate performance indicators from a list approved by the State Board of Education for each eligible school that elected to participate in the ASAM. They registered the schools in the ASAM by submitting a signed *Indicator Selection Form* and population verification information to CDE.

² The framework was based on 12 principles that have guided the development of the ASAM. The principles are attached as *Appendix A*.

as well as the academic achievement and cognitive growth measured by the STAR test results.

- Schools should be able to choose from a variety of indicators those most appropriate to their goals and student population.
- A school's performance should not be compared to that of other schools, but rather with its own performance over time.

Populations Served

For purposes of the ASAM, *alternative schools* were defined as schools that serve a majority of students who are (1) at high-risk for behavioral or educational failure, (2) expelled or under disciplinary sanction, (3) wards of the court, (4) pregnant and/or parenting, or (5) recovered dropouts.³ Students within these schools typically have a short tenure in school and in educational programs. The schools must meet the challenge of addressing a wide range of personal and social issues that interfere with their abilities to reach grade-level standards.

Multiple Measures

The most significant feature of the ASAM is the reliance on school-level performance measures that include a variety of indicators in addition to those measured by the STAR tests (currently a norm-referenced test and California Standards Tests) administered to California students. The following are critical features of the multiple-indicator accountability model approved by the State Board of Education in July 2000:

- accountability based on STAR results and on other indicators selected from a list approved by the State Board of Education;
- indicators appropriate to the population served approved by local boards, submitted to CDE, and collected throughout the school year;
- data reported to local boards and CDE for three years; and
- goals set and achieved on STAR tests and on each of the state-approved indicators.

Accountability Indicators

ASAM accountability indicators were developed with extensive input from local educators through a statewide survey of administrators serving high-risk students and public meetings of the PSAA Alternative Accountability Subcommittee throughout school year 2000-2001. The Subcommittee emphasized four primary sets of criteria in developing the indicators:

- validity, reliability, and usefulness
- feasibility and technical accuracy
- reasonableness of impact and cost
- flexibility and stability

³ ASAM entry requirements are currently under review by the State Board and the appropriate populations will be more strictly defined for school year 2003-2004.

Fifteen indicators were approved by the State Board in March 2001. They are summarized in Figure 1 and are described in detail in Section V of this *Guide*.

Schools Participating in the ASAM

As of May 2003, 1,188 eligible schools are registered as participants in the ASAM and have agreed to be held accountable through its measures. District or county offices of education that have recently established, or are in the process of establishing, new alternative schools that serve high-risk student populations as defined by ASAM entry requirements (currently under revision) should contact the Educational Options Office about registering for the ASAM by calling (916) 322-5012.

II. Considerations in Selecting ASAM Indicators

Districts and county offices of education were required to select two indicators in addition to the STAR Tests for each school that began participating in the ASAM in school years 2001-2002 or 2002-2003.⁴ The indicators selected must be appropriate to the high-risk population served, the grade range of students served, and the type of school. The indicator selection process requires that local governing boards and superintendents signify their approval by signing the *Indicator Selection Forms* submitted to CDE.

The State Board approved a total of 15 indicators, each measuring different aspects of student performance in alternative schools serving students at high-risk for behavioral or educational failure. (See Figure 1, page 5.) Schools are required to submit results on two indicators. Some indicators are inappropriate for the type of student or grade range specific schools serve. For example, attendance or tardiness are not appropriate measures of school performance for residential court schools operated by county offices of education or for schools operated by the California Youth Authority (CYA). In addition, several measures—including high school graduation, promotion, or earning high school graduation credits—are appropriate only for schools serving specific grade ranges. (See Figure 2, page 6.)

Schools that span grade ranges that choose to report on indicators of school completion (Indicators 11-13: Promotion, Course Completion, and Credit Completion, respectively) must submit data appropriate for students at *each grade range served for which a minimum number of students are enrolled*. Specifically, if a school selects school completion indicators, it must provide data on the completion indicator for all grade ranges for which: (1) there is a long-term enrollment of 100 or more students, or (2) the students enrolled in the grade range represent 25 percent or more of the total long-term enrollment for the school year, but not fewer than 11 students.

If a school serving 7th to 12th grade students meets these minimum conditions of enrollment, it must submit information on Indicator 12: Course Completion for students in the 7th and 8th grades, and on Indicator 13: Credit Completion for students in the 9th through 12th grades. A school serving a kindergarten through 12th grade population must submit information on

⁴ Schools participating in the ASAM in school year 2003-2004 will be required to select a third indicator.

Indicator 11: Promotion (grades K-6), Indicator 12: Course Completion (grades 6-8), and Indicator 13: Credit Completion (grades 9-12). *These will count as a single indicator of performance for the school.* The school will also have selected and collected data on a second performance indicator for each school year. (See Figures 1 and 2 on pages 5 and 6.)

Sixth graders in the examples above *should not be double counted*, but should be included in the grade range most appropriate for the reporting school. For example, if a kindergarten through 12th grade school treats sixth graders as part of the elementary population for purposes of curriculum and instruction, data from these sixth graders should be reported for Indicator 11: Promotion. If sixth graders at the reporting school are considered to be middle school students, they should be included in data reported for Indicator 12: Course Completion.

Figure 1. Summary of Proposed ASAM Growth Indicators Approved by the State Board of Education in March 2001⁵

	Purpose of Measurement	Indicator Use ⁶
STAR Tests (norm-referenced test and California Standards Tests)	Academic Achievement	Base
Group I: Readiness Indicators		
Indicators of Discipline Problems:		
1 Improved Student Behavior	Behavior and Pre-learning Readiness	Additional
2 Suspension	Behavior and Pre-learning Readiness	Additional
Indicators of Student Persistence		
3 Student Punctuality	On-time Attendance and Engagement	Additional
4 Sustained Daily Attendance	Holding Power and Student Persistence	Additional
5 Student Persistence	Holding Power and Student Persistence	Additional
Group II: Contextual Indicators		
6 Attendance	Attendance and Persistence	Additional
7 English Language Development (CELDT)	Growth in Language Skills	Additional
Group III: Academic and Completion Indicators		
Indicators of Achievement⁷		Available in 2003-2004
8 Writing Achievement	Writing and Language Skills	Additional
9 Reading Achievement	Reading and Language Skills	Additional
10 Math Achievement	Math Skill Improvement	Additional
Indicators of Meeting Goals and School Completion		
11 Promotion to Next Grade	Grade Completion and Academic Progress	Additional
12 Course Completion	Course Completion and Performance	Additional
13 Credit Completion	Credit Completion and Academic Progress	Additional
14 High School Graduation	Credit and Program Completion	Additional
15 GED Completion, CHSPE Certification, or GED Section Completion	Program Completion	Additional

⁵ The PSAA Subcommittee on Alternative Accountability recognized that the indicators proposed above have differing levels of reliability. In general, those in Groups II and III are more likely to be able to meet the standard required as a basis for potential rewards and interventions. Readiness indicators (Group I) are essential for assessment of school performance in assisting students to overcome social, attitudinal, and behavioral problems that limit their ability to attend and learn in a school setting. A critical task of the Subcommittee and the California Department of Education (CDE) is the ongoing evaluation of the Alternative Schools Accountability Model (ASAM) during its first three years of operation, including an analysis of the stability, reliability, and validity of the indicators. During that period, data on indicators submitted by schools will be analyzed and results submitted to the State Board of Education as part of its consideration of possible revision and expansion of the ASAM.

⁶ The Subcommittee defined two general classes of indicators. A “Base” indicator consists of information to be reported by all schools. “Additional” indicators are those selected locally from the State Board-approved list. Schools will report base indicator information (STAR/norm-referenced test and California Standards Test results) through the test publisher. Schools will report information on their additional performance indicators directly to CDE.

⁷ These indicators were approved in principle in March 2001 pending a rigorous review process to identify assessment instruments that align to state content standards and to meet required technical criteria. The State Board approved eight instruments for use as locally adopted indicators of achievement in Winter 2003 following completion of the review process.

Figure 2. School and Grade-Range Requirements, Conditions, and Limitations for ASAM Indicators

Group I: Readiness Indicators

Indicators of Discipline Problems

1 Improved Student Behavior

Indicators 1 and 2 are not appropriate for residential court schools operated by county offices of education or for schools operated by the CYA.

2 Suspension

Either Indicator 1 or 2 may be used, but not both.

Indicators of Student Persistence

3 Student Punctuality

Only one of Indicators 3, 4, or 6 may be used.

4 Sustained Daily Attendance

Indicators 3, 4, 5, and 6 are not appropriate for residential court schools operated by county offices of education or for schools operated by the CYA.

5 Student Persistence

Group II: Contextual Indicators

6 Attendance

Only one of Indicators 3, 4, or 6 may be used.

7 English Language Development (CELDT)

To use Indicators 7 through 10, a school must have enough valid test results to satisfy both of the following: (a) The number of valid test results is at least 25 percent of the school's total long-term enrollment for the school year, AND (b) The number of valid test results is 11 or greater.

Group III: Academic and Completion Indicators

Indicators of Achievement

8 Writing Achievement

9 Reading Achievement

10 Math Achievement

**Available in
School Year
2003-2004**

Schools that use Indicators 8, 9, and 10 are required to submit results for all long-term students. Schools other than residential court schools operated by county offices or CYA schools may use only one of these indicators of school performance within the ASAM

Indicators of Meeting Goals and School Completion

11 Promotion to Next Grade

This is appropriate only for schools serving grades K-6.*

12 Course Completion

This is appropriate only for schools serving grades 6-8.*

13 Credit Completion

This is appropriate only for schools serving grades 9-12.*

14 High School Graduation

This is appropriate only for schools serving grades 9-12. To use Indicator 14, no fewer than 11 students representing a minimum of 15 percent of the school's total long-term high school enrollment for the reporting year must be eligible for graduation.

15 GED Completion (A), CHSPE Certification (B), or GED Section Completion (C)

This is appropriate only for schools serving grades 9-12. To use Indicator 15, no fewer than 11 eligible students representing a minimum of 15 percent of the school's total long-term high school enrollment for the reporting year must take one of the indicated exams. Schools should submit results for only the GED or only the CHSPE.

*Schools selecting Indicators 11 to 13 must provide data for all grade ranges for which: (1) there is a long-term enrollment of 100 or more students, or (2) the students enrolled in the grade range represent 25 percent or more of the total long-term enrollment for the school year, but not fewer than 11 students.

III. Definitions and Requirements

Minimum Standards of Attendance: Definition of a Long-Term Student

For purposes of ASAM reporting, students must be continuously enrolled for a minimum of 90 consecutive school days during the reporting year before including data on their performance in a school's accountability report. This minimum period is required for consistent delivery of instruction among the highly mobile populations frequently found in alternative schools serving high-risk students.

The definition of a 'long-term student' as having been *continuously enrolled for a minimum of 90 consecutive school days* requires additional clarification, as follows:

1. Continuous enrollment *does not imply that a student was in attendance* for 90 consecutive school days; rather, the term implies that he or she enrolled for that period and *was scheduled to attend* classes or participate in instruction offered through the independent study strategy.
2. Long-term students who are classified as 'dropouts,' 'missing,' or unaccounted for are those who have been enrolled for 45 consecutive school days or longer *and* for whom no enrollment information or request for transcripts has been received from another educational institution at the end of an additional 45 consecutive school days. For purposes of the ASAM, this definition requires that if a student leaves school without graduating, passing the General Education Development Test (GED) or the California High School Proficiency Exam (CHSPE), or formally transferring to another educational program, schools are expected to maintain the student in an 'enrolled status' at the alternative school through the 45 school-day period following the student's departure. At that time the student should be considered to be a dropout or 'non-persistent' student (see Indicator 5: Student Persistence). These students whose consecutive school days of enrollment total 90, whether they were present or absent, should be counted as long-term students in the denominator of formulas for other indicators used in ASAM reporting.
3. School enrollment during the summer school portion of a year-round or extended year program where the student is enrolled during the regular school year *should be included in the 90 consecutive school day* calculation. Days during which students are enrolled at a summer school offered at a school other than the one they are enrolled in during the regular academic year are not to be included in the 90 consecutive school day calculation.
4. For purposes of calculating high school graduation rates (see Indicator 14: High School Graduation), a school participating in the ASAM should count students enrolled for 90 school days as graduates if they graduate from any school during the reporting year (July 1, 2002, through June 30, 2003), whether or not the school awarding the diploma was the ASAM reporting school.
5. ASAM calculations for a reporting school should include students enrolled at the school who are involuntarily transferred for detention in a juvenile hall, camp, or residential court program; who return *within 15 school days*; and whose period of enrollment in the reporting school *including the period of detention* equals or exceeds 90 days.

ASAM Reporting School

A 'reporting school' is one that has registered to participate in the ASAM and is required to select accountability indicators and submit yearly school performance data. Schools will remain in the ASAM a minimum of three years.

ASAM Reporting Year

For purposes of the ASAM, a school's reporting year will be the period between July 1 and June 30 of each calendar year.⁸

- Schools not operating a year-round or extended year program should collect data on ASAM performance indicators for all enrollees during the period beginning with the start of school in the fall and ending at the close of school in the spring. Data reported to CDE and local boards should include only long-term students, that is, students enrolled continuously for a minimum of 90 school days.
- Year-round schools or schools operating an extended year program should collect data on ASAM performance indicators for all students enrolled between July 1 and June 30, inclusive. Data reported to CDE and local boards should include only long-term students as defined above.
- Schools operating a summer school that is programmatically different from the one offered during the regular school year or serves a different student population during the summer period should not collect data on ASAM performance during the summer period.

Data Collection

Participation in the ASAM requires the collection and reporting of a variety of school-level performance data. While most districts and county offices of education already collect these data, many do so in a manner that may not meet ASAM reporting requirements. In particular, data on the selected ASAM indicators is to be aggregated and reported for only long-term students—those students enrolled in a particular school for 90 consecutive school days in the reporting year.⁹ A limited number of indicators also require schools to provide information on long-term student performance at a particular time, whether or not the student was enrolled in the reporting school at that time. Examples include indicators based upon graduation, GED or CHSPE certification, or change in CELDT proficiency levels. These indicators, like the others, limit data reporting to long-term students. While many commercially available data collection systems provide the technical capacity to collect and report data this way, several do not. School and information systems staff should pay particular attention to the necessity to collect data on all students, but to

⁸ In 2001-2002 only, ASAM schools choosing Indicator 15 (15A: GED Completion, or 15C: GED Section Completion) collected and reported data on this indicator for the period of January 1, 2002, through June 30, 2002 because of the adoption of new GED test forms and scoring. Beginning in 2002-2003, data on this indicator will be collected for the full reporting year from July 1 through June 30.

⁹ Given technical problems that may arise in meeting the requirement of reporting school performance based only on students enrolled for 90 consecutive school days in the 2002-2003 reporting year, the PSAA Advisory Committee agreed to allow districts to request a waiver of this requirement. Waiver requests should be made by contacting the Educational Options Office at (916) 322-5012.

report only those who have satisfied the enrollment requirements to be considered long-term students.

CDE encourages district and county accountability and information systems personnel to discuss data collection and reporting requirements with ASAM school staff to ensure that accurate data will be available for reporting.

Records Retention

Districts, county offices of education, and CYA should retain all data and records used to compute performance indicators for schools participating in the ASAM for a minimum of three years after the reporting period. (See the *California Code of Regulations, Title 5, Section 16026.*)

STAR Test Reporting for the ASAM

CDE will publicly report the 2001-2002 indicator data from all ASAM schools in late Spring 2003. This report will present ASAM data by school as reported to CDE. STAR test results will not be included in the ASAM report, however, they will be used to compute the 2002 Base Academic Performance Index (API) and advisory 2002 Base Reports of adequate yearly progress (AYP). CDE will issue those reports separately to comply with the requirements of the Federal No Child Left Behind (NCLB) Act.¹⁰

IV. ASAM Reporting for School Year 2002-2003

ASAM schools, with the assistance of their district and/or county offices of education, are required to submit their baseline indicator data for 2002-2003 between late June 15 and August 22, 2003, using the ASAM ORS. Each district and county office operating one or more ASAM schools will be given a program password for reporting and a separate personal identification number (PIN) to access the ASAM ORS for each participating school. The principal of each school will also receive the program password and the PIN for that school. Once staff log on to the online system, they will find ASAM indicator reporting forms, reference materials, and instructions to assist them in completing and submitting the data for the specific indicators selected and approved by their board and CDE.

Information Required for Reporting

Before using the ASAM ORS, staff responsible for data entry will need to have four kinds of information at hand. These include: (1) school contact information, (2) enrollment data, (3) data on the indicators selected for the specific school, and (4) population verification information for some indicators. **See Figure 3 on pages 11, 12, and 13 for a summary of the information needed to make the data entry process as easy as possible.**

¹⁰ Details are provided in the April 16, 2003 letter from the CDE Division of Policy and Evaluation at http://www.cde.ca.gov/pr/nclb/correspondence/ayp_api_asam_dist_4_16_03.pdf.

Accessing the Online Reporting System

The ASAM ORS can be accessed online by going to the PSAA web site at <http://www.cde.ca.gov/psaa/asam/> and following the steps listed below:

1. Follow the general instructions on the Web site to sign on and enter the Program Password and PIN for the school.
2. Confirm contact information for the school and district or country office.
3. Enter the numbers of enrolled students.
4. Enter data for the indicators previously selected for the school.
5. Submit the online report to CDE electronically.

Submitting ASAM Certified Reports

After completing and submitting the ASAM online report to CDE electronically, each reporting district, county office, or school must print an official copy of the ASAM Certified Report Form as instructed on the Web site.

The superintendent and principal responsible for each reporting ASAM school must then sign the completed form to certify the accuracy of the data and mail the signed form to the following address:

ASAM Certified Report Form for School Year 2002-2003
Attention: Heidi Wackerli
Educational Options Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814-2483

Indicator data must be **submitted electronically** to CDE no later than **Friday, August 22, 2003**. The Educational Options Office must receive the **signed original Certified Report Form** for each ASAM school no later than **Friday, September 5, 2003**.

Figure 3. Information Required for ASAM Reporting: School Year 2002-2003

Each Reporting School Should Be Prepared to Provide the Following Information to Complete the ASAM Reporting Process for School Year 2002-2003:

Contact Information

- School mailing address and e-mail address, school telephone and fax number, the e-mail addresses of the principal and superintendent, and the e-mail addresses and telephone numbers of the accountability coordinator and of the person entering data on the reporting form

Number of Enrolled Students

- Total unduplicated count of students enrolled during school year 2002-2003
- Total number of long-term students enrolled during school year 2002-2003
- Total number of long-term students enrolled in grades K-6¹¹ during school year 2002-2003
- Total number of long-term students enrolled in grades 6-8¹¹ during school year 2002-2003
- Total number of long-term students enrolled in grades 9-12 during school year 2002-2003

Indicator Data

All schools should be prepared to enter the numerical data required to report on the ASAM indicators they have previously selected. The numerical data required for each indicator are shown in detail on the sample online reporting forms on pages 15 through 48 of this *Guide*. The indicators listed below (1, 2, 6, 12A/B, 12C, 13B, and 14) have been refined from school year 2001-2002 reporting to clarify the indicator definitions and improve the quality of the data. *The Online Reporting System for 2002-2003 will present each school with only the report forms for the specific indicators selected by that school.*

Indicators Requiring Additional Information

Indicator 1: Improved Student Behavior

- Schools reporting Indicator 1 will be required to report the **total number of long-term students** cited for inappropriate behavior and recommended for suspension or expulsion under either *Education Code* section 48900(i) or Section 48900(k) while enrolled in the school during the 2002-2003 reporting year. They will continue to report the **total number of times** long-term students were cited for inappropriate behavior and recommended for suspension or expulsion under these code sections.

Indicator 2: Suspension

- Schools reporting Indicator 2 will be required to report the **total number of long-term students** who received out-of-school suspensions while enrolled in the school during the 2002-2003 reporting year. They will continue to report the **total number of out-of-school suspensions** of long-term students while enrolled in the school.

¹¹ Students in grade six should be included on the one grade range that is most appropriate for the reporting school.

Figure 3. Information Required for ASAM Reporting (Continued)

Indicator 12A/B:¹² Course Completion

- Schools reporting Indicator 12A/B will be required to report the **number of courses a student is expected to complete each school year** in middle schools/middle school grades in this district. They will continue to report both the **total number of courses passed** and the **total number of courses attempted** by all long-term students enrolled in middle school grades at the school.

Indicator 12C: Course Completion

- Schools reporting Indicator 12C will be required to report the **number of courses a student is expected to complete each school year** in middle schools/middle school grades in this district. They will continue to report the **total number of courses passed** by all long-term students enrolled in middle school grades at the school, as well as the **total number of long-term students** enrolled in middle school grades at the school.

Indicator 13B: Credit Completion

- Schools reporting Indicator 13B will be required to report the **total number of days** all long-term students were enrolled in grades 9-12 at the school during the 2002-2003 reporting year. They will continue to report the **total number of high school graduation credits earned** by long-term students while enrolled in grades 9-12 at the school, as well as the **number of credits required** for high school graduation at this school.

Indicators with Clarified Definitions

Indicator 6: Attendance

- The indicator description clarifies appropriate methods for calculating the apportionment days claimed for continuation and community day schools during the 2002-2003 reporting year as follows: (1) Continuation schools should report the number of apportionment hours claimed for ADA for all long-term students during the 2002-2003 school year divided by three. (2) Community day schools should report only the base apportionment days claimed for the year for all long-term students. Supplemental apportionment should not be considered.

Indicator 14: High School Graduation

- The indicator description clarifies that the term “credit-eligible” refers to two categories of students: (1) students who in September of the 2002-2003 reporting year had earned at least 65 percent of the number of high school credits required by the district for graduation or, if it is higher, the number of credits normally expected of a student beginning 12th grade in the district; and (2) students who became credit-eligible during the reporting year AND graduated.

¹² Indicators 12A and 12B have been combined into a single indicator identified as Indicator 12A/B in school year 2002-2003. Local administrators did not find a meaningful distinction between number of courses passed (Method A) and number of courses passed that were assigned as part of a student’s educational program (Method B).

Figure 3: Information Required for ASAM Reporting (Continued)

Population Verification

Several indicator forms require information to verify the number or percentage of long-term students represented by the data entered or other basic information. The indicators include the following:

Indicator 1: Improved Student Behavior, and Indicator 2: Suspension

- The total number of long-term students receiving instruction through the independent study strategy during the 2002-2003 reporting year must not exceed 35 percent of the total number of long-term students enrolled at the school.

Indicator 3: Student Punctuality, and Indicator 4: Sustained Daily Attendance

- The total number of long-term students receiving classroom-based instruction during the 2002-2003 reporting year must represent at least 65 percent of the total number of long-term students enrolled at the school.

Indicator 11: Promotion to Next Grade (grades K-6); Indicators 12A/B or 12C: Course Completion (grades 6-8); and Indicators 13A or 13B: Credit Completion (grades 9-12)

- Schools selecting Indicators 11 to 13 must provide data for all grade ranges for which: (1) there is a long-term enrollment of 100 or more students, or (2) the students enrolled in the grade range represent 25 percent or more of the total long-term enrollment for the school year, but not fewer than 11 students.

Indicator 14: High School Graduation

- Schools selecting Indicator 14 must report data for a minimum of 11 students who were eligible for graduation during the reporting year and those students must represent at least 15 percent of the school's total long-term high school enrollment for the school year.

Indicator 15A: GED Completion, Indicator 15B: CHSPE Certification, and Indicator 15C: GED Section Completion

- Schools selecting Indicator 15A, 15B, or 15C must report data for a minimum of 11 eligible students who took the GED or CHSPE during the reporting year and those students must represent at least 15 percent of the school's total long-term enrollment for the school year.

Reporting on Indicator 7: California English Language Development Test (CELDT)

Schools reporting on Indicator 7 will be required to provide only the following information in June 2003:

- The total number of long-term students enrolled in the school during the 2002-2003 reporting year who took the CELDT in 2002-2003

Changes in CELDT proficiency and population verification will be reported in Spring 2004 when the data are available.

- Schools selecting Indicator 7 must report test results for a minimum of 11 students and those students must represent at least 25 percent of the school's total long-term enrollment for the 2002-2003 reporting year.

See the description of Indicator 7 in this *Guide* for additional information.

Reporting for Schools with Fewer than 11 Long-Term Students

All ASAM schools must submit an online report and Certified Report Form, even if they enrolled no long-term students during the 2002-2003 reporting year. ASAM schools with fewer than 11 long-term students in school year 2002-2003 must report whatever data they have collected for the indicators they selected. CDE will report that the data have been submitted, but will not publicly report the actual data submitted for fewer than 11 students.

V. Indicator Descriptions and Sample Online Report Forms

The pages that follow provide detailed descriptions of the ASAM school performance indicators for the 2002-2003 school year. Each indicator is described in terms of the following characteristics:

- the type of school, grade range, and student populations for which it is appropriate;
- its purpose and definition; and
- instructions for computing the appropriate rate.

These indicator descriptions and the sample online reporting forms that accompany them mirror the descriptive information and reporting forms provided online by the ASAM ORS. Terms and phrases that are underlined on the sample online forms will be linked to the appropriate descriptive information from this *Guide*. The empty data boxes that appear on some lines of the sample reporting forms indicate data that must be entered on the actual online reporting forms. Shaded data boxes indicate that the data will be entered automatically or calculated automatically based on information that has already been provided.

Alternative Schools Accountability Model

Description of Indicator 1: Improved Student Behavior

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR tests (norm-referenced test and California Standards Tests). **Indicator 1: Improved Student Behavior** is intended to provide a measure of school performance in changing and improving students' behavior and readiness to learn.

Appropriate Student Population(s)

Type of School: Indicator 1 is appropriate for all schools participating in the Alternative Schools Accountability Model, except residential court schools operated by county offices of education and the California Youth Authority. This indicator is not appropriate for schools providing instruction through the independent study strategy *to more than 35 percent* of their long-term students.

Grade Level: All Grades

Definition of Indicator: This indicator requires schools to collect and report information on the number of long-term students recommended for suspension or expulsion for offenses under California's *Education Code* section 48900(i), committing obscene acts or engaging in habitual profanity or vulgarity, and Section 48900(k), disrupting school activities or willfully defying the authority of school personnel. **All** recommendations for suspension or expulsion are to be counted regardless of whether the students were actually expelled by the local board and/or administrators. Computations are as shown below:

Instructions for Completing Indicator 1

- | | |
|---|--|
| 2002-2003 Student Behavior Rate A: | <ol style="list-style-type: none"> 1. The numerator is the total number of long-term students cited for inappropriate behavior and <i>recommended for suspension or expulsion</i> under either <i>Education Code</i> section 48900(i) or Section 48900(k) while enrolled in the school during the 2002-2003 reporting year. |
| | <ol style="list-style-type: none"> 2. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year. 3. Rate A: line 1 divided by line 2, multiplied by 100, and expressed as a percentage |
| 2002-2003 Student Behavior Rate B: | <ol style="list-style-type: none"> 4. The numerator is the total number of times long-term students were cited for inappropriate behavior and <i>recommended for suspension or expulsion</i> under either <i>Education Code</i> section 48900(i) or Section 48900(k) while enrolled in the school during the 2002-2003 reporting year. |
| | <p>The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year.</p> <ol style="list-style-type: none"> 5. Rate B: line 4 divided by line 2, multiplied by 100, and expressed as a percentage |

Definition of students who are to be included in calculating Rate B: Recommendations for suspension or expulsion of the same student at different times should each be counted as a separate action and the student should be included multiple times in computing line 4.

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 1: Improved Student Behavior

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Instructions: Enter data for *this school only* in the boxes as indicated.

1. Total **number of long-term students cited** for inappropriate behavior and *recommended for suspension or expulsion* under either *Education Code* section 48900(i) or Section 48900(k) while enrolled in the school during the 2002-2003 reporting year.
2. Total number of long-term students enrolled in the school during the 2002-2003 reporting year
3. 2002-2003 Student Behavior Rate A:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)
4. Total **number of times** long-term students were cited for inappropriate behavior and *recommended for suspension or expulsion* under either *Education Code* section 48900(i) or Section 48900(k) while enrolled in the school during the 2002-2003 reporting year
5. 2002-2003 Student Behavior Rate B:
(line 4 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

6. Enter the total number of long-term students receiving instruction through the independent study strategy during the 2002-2003 reporting year.
7. Percentage of long-term students receiving instruction through the independent study strategy:
(line 6 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Alternative Schools Accountability Model

Description of Indicator 2: Suspension

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR tests (norm-referenced test and California Standards Tests). **Indicator 2: Suspension** is intended to provide a measure of school performance in changing and improving students' behavior and readiness to learn.

Appropriate Student Population(s)

Type of School: Indicator 2 is appropriate for all schools participating in the Alternative Schools Accountability Model, except residential court schools operated by county offices of education and schools operated by the California Youth Authority. This indicator is not appropriate for schools providing instruction through the independent study strategy *to more than 35 percent* of their long-term students.

Grade Level: All Grades

Definition of Indicator: This indicator requires schools to collect and report information on the number of long-term students who have received an out-of-school suspension for any reason. Do not count suspensions that are stayed, suspended, or served at school.

Instructions for Completing Indicator 2

2002-2003 Suspension Rate A:

1. The numerator is the **total number of long-term students** who received out-of-school suspensions while enrolled in the school during the 2002-2003 reporting year.

2. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year.
3. Rate A: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

2002-2003 Suspension Rate B:

4. The numerator is the total **number of out-of-school suspensions** of long-term students while enrolled in the school during the 2002-2003 reporting year.

- The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year.
5. Rate B: line 4 divided by line 2, multiplied by 100, and expressed as a percentage

Definition of students who are to be included in calculating Rate B:

Students are to be counted as suspended if they have received an out-of-school suspension for any reason. If a student is suspended out-of-school on two or more occasions, each suspension should be counted as a separate action and should be included on line 4 as described above.

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 2: Suspension

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

1. Total **number of long-term students** who received out-of-school suspensions while enrolled in the school during the 2002-2003 reporting year

2. Total number of long-term students enrolled in the school during the 2002-2003 reporting year

3. 2002-2003 Suspension Rate A:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

4. Total **number of out-of-school suspensions** of long-term students while enrolled in the school during the 2002-2003 reporting year

5. 2002-2003 Suspension Rate B:
(line 4 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

6. Enter the total number of long-term students receiving instruction through the independent study strategy during the 2002-2003 reporting year.

7. Percentage of long-term students receiving instruction through the independent study strategy:
(line 6 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Alternative Schools Accountability Model

Description of Indicator 3: Student Punctuality

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR tests (norm-referenced test and California Standards Tests). **Indicator 3: Student Punctuality** provides a measure of school performance in changing and improving on-time student attendance and engagement in classroom-based programs.

Appropriate Student Population(s)

Type of School: Indicator 3 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and schools operated by the California Youth Authority. This indicator is not appropriate for schools providing instruction through the independent study strategy *to more than 35 percent* of their long-term students.

Grade Level: All Grades

Definition of Indicator: Schools will consider students as *present on time* if they are in class at the beginning of the first daily period indicated on their assignment schedule. This indicator is to be used only for students receiving classroom-based instruction.

Instructions for Completing Indicator 3

2002-2003 Student Punctuality Rate:

1. The numerator is the total number of days long-term students enrolled in the school were *present on time at the beginning of their assigned school day* during the 2002-2003 reporting year.

2. The denominator is the total number of days all long-term students enrolled in the school *attended the school* during the 2002-2003 reporting year.

3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

Definition of students who are to be included in calculation: Districts will consider students as *present on time* if they are in class at the beginning of the first daily period indicated on their assignment schedule. Students receiving instruction through the independent study strategy should not be included in the calculations for this measure. Schools providing instruction through both classroom-based and independent study strategies should report only students assigned to classroom-based instruction.

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 3: Student Punctuality

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated. Do not include data for students receiving instruction through the independent study strategy.

1. Total number of days long-term students enrolled in the school were present on time at the beginning of their assigned school day during the 2002-2003 reporting year

2. Total number of days long-term students enrolled in the school *attended the school* during the 2002-2003 reporting year

3. 2002-2003 Student Punctuality Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

4. Enter the total number of long-term students receiving classroom-based instruction during the 2002-2003 reporting year for whom data have been reported in lines 1 and 2 above.

5. Total number of long-term students enrolled in the school during the 2002-2003 reporting year

6. Percentage of long-term students receiving classroom-based instruction during the 2002-2003 reporting year
(line 4 automatically divided by line 5, multiplied by 100, and expressed as a percentage)

Alternative Schools Accountability Model

Description of Indicator 4: Sustained Daily Attendance

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR tests (norm-referenced test and California Standards Tests) **Indicator 4: Sustained Daily Attendance** provides a measure of school performance in changing and improving school holding power and persistence for students receiving classroom-based instruction.

Appropriate Student Population(s)

Type of School: Indicator 4 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and schools operated by the California Youth Authority. This indicator is not appropriate for schools providing instruction through the independent study strategy to *more than 35 percent* of their long-term students.

Grade Level: All Grades

Definition of Indicator: Schools will count students as completing an entire assigned instructional day when they were *present in class* during the first and last daily period indicated on their assignment schedule. This indicator is to be used only for students receiving classroom-based instruction.

Instructions for Completing Indicator 4

2002-2003 Sustained Daily Attendance Rate:

1. The numerator is the total number of days in which long-term students *were present in class and completed their full assigned instructional day* during the 2002-2003 reporting year.

2. The denominator is the total number of days long-term students enrolled in the school were *present in class for any portion of a school day indicated on their assignment schedule* during the 2002-2003 reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

Definition of students who are to be included in calculation: For purposes of calculating the numerator, schools will count students as completing an entire assigned instructional day when they were *present in class* during the first and last daily period indicated on their assignment schedule. For purposes of calculating the denominator, schools will count students *present in class for any portion of a school day* indicated on their assignment schedule. Students receiving instruction through the independent study strategy should not be included in the calculations for this measure. Schools providing instruction both through classroom-based and independent study strategies should report only students assigned to classroom-based instruction.

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 4: Sustained Daily Attendance

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated. Do not include data for students receiving instruction through the independent study strategy.

1. Total number of days in which long-term students were present in class and completed their full assigned instructional day during the 2002-2003 reporting year

2. Total number of days long-term students enrolled in the school were present in class for any portion of a school day indicated on their assignment schedule during the 2002-2003 reporting year

3. 2002-2003 Sustained Daily Attendance Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

4. Enter the total number of long-term students receiving classroom-based instruction during the 2002-2003 reporting year for whom data have been reported in lines 1 and 2 above.

5. Total number of long-term students enrolled in the school during the 2002-2003 reporting year

6. Percentage of long-term students receiving classroom-based instruction during the 2002-2003 reporting year
(line 4 automatically divided by line 5, multiplied by 100, and expressed as a percentage)

Alternative Schools Accountability Model

Description of Indicator 5: Student Persistence

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR tests (norm-referenced test and California Standards Tests). **Indicator 5: Student Persistence** provides a measure of school performance in changing student attendance and persistence for students receiving classroom-based instruction **and** for students instructed through the independent study strategy.

Appropriate Student Population(s)

Type of School: Indicator 5 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and schools operated by the California Youth Authority.

Grade Level: All Grades

Definition of Indicator: Schools selecting this indicator will report **both** A, their classroom persistence rate, and B, their independent study persistence rate for all long-term students. Computations are as shown on the following page.

Definition of Terms: As in the case of the California Basic Education Data System (CBEDS) definition of dropouts, students are considered to be *unaccounted enrollees (unaccounted for)* if they are absent for 45 consecutive days, under 21 years of age and (1) have not graduated or completed an approved program, (2) are not known to be in an educational program leading to a high school diploma or its equivalent, (3) have not received a GED or CHSPE certificate, (4) have been suspended or expelled and are not known to be enrolled elsewhere, (5) have left school to get married or for other reasons, (6) have moved out of the district, state, or out of the United States and are not known to be in an educational program leading to a degree or its equivalent, and/or (7) have been incarcerated, in the armed forces, or in the Peace Corps and are not known to be in an educational program.

- Long-term students who are classified as dropouts, ‘missing,’ or unaccounted for are those who have been **enrolled for 45 consecutive school days or longer and for whom no enrollment information or request for transcripts has been received from another educational institution at the end of an additional 45 consecutive school days**. For purposes of the ASAM, this definition requires that if a student leaves school without graduating, passing the GED or CHSPE, or formally transferring to another educational program, schools are expected to maintain the student in an ‘enrolled status’ at the alternative school through the 45 school-day period following the student’s departure. At that time the student should be considered to be an unaccounted enrollee or non-persistent student. These students, whose consecutive school days of enrollment total 90, whether they were present or absent, should be counted as long-term students in the denominator of formulas for other indicators used in ASAM reporting. (See also *further enrollment considerations for long-term students on page 7 of this Guide*)

Continued on the following page.

Alternative Schools Accountability Model

Description of Indicator 5: Student Persistence

Instructions for Completing Indicator 5

For students receiving classroom-based instruction, schools will consider students as long-term students and as *unaccounted enrollees* if their first 45 days of enrollment and their subsequent 45th consecutive day of non-attendance occurred between the opening day and the end of the 2002-2003 reporting year, **and** if these students had not returned to school by the end of the reporting year.

A. 2002-2003

Persistence Rate for Classroom- based

Instruction:

1. The numerator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year *who received classroom-based instruction and* who were considered to be *unaccounted for* during the reporting year.

2. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who received classroom-based instruction.
3. 2002-2003 Dropout Rate:
(line 1 divided by line 2, multiplied by 100, and expressed as a percentage)
4. 2002-2003 Persistence Rate:
(100 percent minus line 3)

For students receiving instruction through the independent study strategy, schools will consider students as long-term students and as *unaccounted enrollees* if their first 45 days of enrollment and their subsequent 45th consecutive day of non-attendance occurred between the opening day and the end of the 2002-2003 reporting year, **or** if the students violated the terms of their independent study agreement, were dropped by the school from independent study instruction, and were not reenrolled in an educational program by the end of the reporting year.

B. 2002-2003

Persistence Rate for Independent Study Strategy:

5. The numerator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year *who received instruction through the independent study strategy and* who were considered to be *unaccounted for* during the reporting year.

6. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who received independent study-based instruction.
7. 2002-2003 Dropout Rate:
(line 5 divided by line 6, multiplied by 100, and expressed as a percentage)
8. 2002-2003 Persistence Rate:
(100 percent minus line 7)

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 5: Student Persistence

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

A. Persistence Rate for Classroom-based Instruction

1. Total number of long-term students enrolled in the school during the 2002-2003 reporting year *who received classroom-based instruction* **and** who were considered to be unaccounted for during the reporting year

2. Total number of long-term students enrolled in the school during the 2002-2003 reporting year who received classroom-based instruction

3. 2002-2003 Dropout Rate: (line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

4. 2002-2003 Persistence Rate: (line 3 automatically subtracted from 100 percent)

B. Persistence Rate for Independent Study Strategy

5. Total number of long-term students enrolled in the school during the 2002-2003 reporting year *who received instruction through the independent study strategy* **and** who were considered to be unaccounted for during the reporting year

6. Total number of long-term students enrolled in the school during the 2002-2003 reporting year who received independent study-based instruction

7. 2002-2003 Dropout Rate: (line 5 automatically divided by line 6, multiplied by 100, and expressed as a percentage)

8. 2002-2003 Persistence Rate: (line 7 automatically subtracted from 100 percent)

Alternative Schools Accountability Model

Description of Indicator 6: Attendance

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR tests (norm-referenced test and California Standards Tests). **Indicator 6: Student Attendance** provides a measure of school performance in changing and improving student attendance and persistence for students receiving classroom-based instruction **and** for students instructed through the independent study strategy.

Appropriate Student Population(s)

Type of School: Indicator 6 is appropriate for all schools participating in the Alternative Schools Accountability Model except residential court schools operated by county offices of education and schools operated by the California Youth Authority.

Grade Level: All Grades

Definition of Indicator: Schools selecting this indicator will report their attendance rate based on apportionment days claimed for all long-term students as indicated below.

Instructions for Completing Indicator 6

For students receiving classroom-based instruction, districts will consider students as attending if ADA is claimed for their attendance for any portion of an instructional day*. For students receiving instruction in the independent study mode, districts will consider students as attending if ADA is claimed for their attendance based on the time-value of work completed.

2002-2003 Attendance Rate: 1. The numerator is the total number of *apportionment days claimed* for all long-term students enrolled in the school during the 2002-2003 reporting year.

2. The denominator is the total days of enrollment for all long-term students enrolled in the school during the 2002-2003 reporting year.

3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

* Apportionment days claimed in the numerator of the calculation should be determined for Continuation Schools and Community Day Schools as follows:

- Continuation Schools should report the number of apportionment hours claimed for ADA for all long-term students during the 2002-2003 school year divided by three.
- Community Day Schools should report only the base apportionment days claimed for the year for all long-term students. Supplemental apportionment should not be considered.

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 6: Attendance

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

1. Total number of apportionment days claimed for all long-term students enrolled in the school during the 2002-2003 reporting year

2. Total days of enrollment for all long-term students enrolled in the school during the 2002-2003 reporting year

3. 2002-2003 Attendance Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Alternative Schools Accountability Model

Description of Indicator 7: California English Language Development Test (CELDT)

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (norm-referenced test and California Standards Tests). **Indicator 7: California English Language Development Test (CELDT)** provides a measure of English language learning and growth in English language readiness among English learners in grades two through twelve who are at risk for behavioral or academic failure.*

Appropriate Student Population(s)

Type of School: Indicator 7 is appropriate for all schools participating in the Alternative Schools Accountability Model. Schools selecting Indicator 7 must submit test results for a number of students equal to at least 25 percent of the school's total long-term enrollment for the 2002-2003 reporting year and that number may not be fewer than 11.

Grade Level: All Grades

Definition of Indicator: The CELDT tests are administered to all English learners, students who have a primary language other than English. For purposes of this indicator, data should be submitted only for tests that are administered to students in grades two through twelve. The indicator provides a measure of school performance in improving reading and English language skills.

Instructions for Completing Indicator 7

Students for whom CELDT data are reported must have been enrolled in the reporting school a minimum of 90 continuous days during the 2002-2003 reporting year. They do not need to have been enrolled in the reporting school at the time either the first or second CELDT test was administered in order for their scores to be included in this calculation. Schools will report the change in CELDT proficiency levels between the first administration in the fall of the 2002-2003 reporting year and the second administration in the fall of school year 2003-2004.

In general terms, change will be evaluated by comparing the student's CELDT proficiency level as reported for the first test administered in the fall of the 2002-2003 reporting year to the proficiency level reported for the second test administered in the fall of school year 2003-2004. Total change in CELDT proficiency levels will be the sum of all individual changes in student proficiency levels.

In practice, administration of the CELDT in the fall of each school year results in a data collection cycle that is not strictly parallel to that for the other ASAM indicators. Use of this indicator requires that schools submit data on CELDT proficiency level change to CDE when results for the second test administration become available in Spring 2004.

*Indicator 7 will be discontinued as a formal ASAM Indicator in school year 2003-2004. Schools that have reported data on Indicator 7 for two reporting cycles (2001-2002 to 2002-2003 and 2002-2003 to 2003-2004) will be required to select a replacement indicator in 2003-2004.

Continued on the following page.

Alternative Schools Accountability Model

Description of Indicator 7: California English Language Development Test (CELDT)

Average Change in (CELDT) Proficiency from 2002-2003 to 2003-2004:

1. Total number of long-term students enrolled in the school during the 2002-2003 reporting year who took the CELDT in 2002-2003 **(to be entered in June 2003)**
 2. The numerator is the total change in CELDT proficiency levels for long-term students enrolled in the school during the 2002-2003 reporting year who took the CELDT in 2002-2003 and 2003-2004 **(to be entered after 2003-2004 test results are reported to districts in Spring 2004)**
-
3. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year for whom CELDT results are reported in line 2 above **(to be entered after 2003-2004 test results are reported to districts)**
 4. Average Change in CELDT Proficiency from 2002-2003 to 2003-2004 (line 2 divided by line 3, and rounded to the nearest whole number)

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 7: California English Language Development Test (CELDT)

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data from *this school only* in the boxes as indicated.

Enter only line 1 in June 2003.

- Total number of long-term students enrolled in the school during the 2002-2003 reporting year who took the CELDT in 2002-2003

Schools using Indicator 7 will be required to enter lines 2 and 3 after school year 2003-2004 test results are reported to districts in Spring 2004.

- Total change in CELDT proficiency levels for long-term students enrolled in the school during the 2002-2003 reporting year who took the CELDT in 2002-2003 and 2003-2004
- Total number of long-term students enrolled in the school during the 2002-2003 reporting year for whom CELDT results are reported on line 2 above
- Average Change in CELDT Proficiency from 2002-2003 to 2003-2004:
(line 2 automatically divided by line 3, and rounded to the nearest whole number)

Verification of Appropriate Student Population

- Total number of long-term students enrolled in the school during the 2002-2003 reporting year
- Percentage of long-term students during the 2002-2003 reporting year for whom CELDT results have been reported on line 2 above
(line 3 automatically divided by line 5, multiplied by 100, and expressed as a percentage)

Indicators 8, 9, and 10 are locally adopted pre-post measures of achievement in writing, reading, and math. These indicators have been approved for use in school year 2003-2004 pending the adoption of regulations for their administration. For further information see
<<http://www.cde.ca.gov/psaa/asam/>>.

Alternative Schools Accountability Model

Description of Indicator 11: Promotion to Next Grade

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (norm-referenced test and California Standards Tests). **Indicator 11: Promotion to Next Grade** provides a measure of school performance emphasizing strategies for improving grade completion and academic progress in the elementary school grades (K-6), regardless of what instructional strategy is used.

Appropriate Student Population(s)

Type of School: Indicator 11 is appropriate for all elementary schools participating in the Alternative Schools Accountability Model.

Grade Level: Elementary Grades Only

Definition of Indicator: Promotion refers to the rate at which long-term students in the elementary grades are promoted to the next grade level.

Instructions for Completing Indicator 11

**2002-2003
Promotion
Rate:**

1. The numerator is the total number of long-term students enrolled in grades K-6 at the school who are promoted to the next grade level during or at the end of the 2002-2003 reporting year.

2. The denominator is the total number of long-term students enrolled in grades K-6 at the school during the 2002-2003 reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as percentage

**Definition of
students who
are to be
included in
calculation:**

Schools should count students in the numerator who have been promoted to the next grade level during or at the end of the reporting year in accordance with the district's promotion and retention policy and pursuant to *Education Code* sections 48070 and 48070.5.

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 11: Promotion to Next Grade

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students or the 2002-2003 reporting year click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

1. Total number of long-term students enrolled in grades K-6 at the school who were promoted to the next grade level during or at the end of the 2002-2003 reporting year

2. Total number of long-term students enrolled in grades K-6 at the school during the 2002-2003 reporting year

3. 2002-2003 Promotion Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Alternative Schools Accountability Model

Description of Indicator 12: Course Completion

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (norm-referenced test and California Standards Tests). **Indicator 12: Course Completion** provides a measure of school performance emphasizing strategies for improving course completion and academic progress in the middle school grades, regardless of the instructional strategy used.

Appropriate Student Population(s)

Type of School: **Indicator 12 is appropriate for all middle schools participating in the Alternative Schools Accountability Model.**

Grade Level: Middle School Grades

Definition of Indicator: The course completion indicator will be computed in one of the two ways described below. Each ASAM school that selected this indicator also selected Method A/B, or C. Method B has been consolidated with Method A because school administrators did not find a meaningful distinction between *number of courses passed (Method A)* and *number of courses passed that were assigned as part of a student's educational program (Method B)*. Schools that selected either Method A or Method B should report using Method A/B for school year 2002-2003.

Instructions for Completing Indicator 12

Course completion will normally refer to a student's receiving a passing grade in a course during a school year. Each course passed should be counted separately. The number of courses completed by a single student will therefore be the total number of courses passed during the entire year. If a student is not enrolled at the school when a course would normally be completed, the school should use the student's grade at the time of withdrawal to determine if the student would have passed the course.

Schools adopting this indicator may not count a student as 'having completed a course' if the student remained in a course until the end of the semester but did not receive a passing grade. 'Passing grade' is defined by district and school policy.

**12 A/B.
2002-2003
Course
Completion
Rate:**

1. The numerator is the total *number of courses passed* by all long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year.

2. The denominator is the total number of courses *attempted* by all long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

Continued on the following page.

Alternative Schools Accountability Model

Description of Indicator 12: Course Completion

**12 C.
2002-2003
Average
Course
Completion
Rate:**

The numerator is the total *number of courses passed* by all long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year.

1. The denominator is the total number of long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year.
2. First Rate: line 1 divided by line 2 and rounded to the nearest whole number
3. The denominator of a second calculation is the total number of days all long-term students were enrolled in middle school grades at the school during the 2002-2003 reporting year.
4. Second Rate: line 1 divided by line 4, multiplied by average school days per month, and rounded to one decimal place

Please see sample online reporting forms on the following pages.

Sample Online Reporting Form

Indicator 12A/B: Course Completion

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

A/B. Course Completion Reporting Method

1. Total *number of courses passed* by all long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year
2. Total number of courses *attempted by* all long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year
3. 2002-2003 Course Completion Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Course Completion

4. Enter the number of courses a student is expected to complete each school year in middle schools/middle school grades in this district.

Sample Online Reporting Form

Indicator 12C: Course Completion

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

C. Average Course Completion Method

1. Total *number of courses passed* by all long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year
2. Total number of long-term students enrolled in middle school grades at the school during the 2002-2003 reporting year
3. First 2002-2003 Average Course Completion Rate:
(line 1 automatically divided by line 2, and rounded to the nearest whole number)
4. Total number of days all long-term students were enrolled in middle school grades at the school during the 2002-2003 reporting year
5. Second 2002-2003 Average Course Completion Rate:
(line 1 automatically divided by line 4, multiplied by average school days per month, and rounded to one decimal place)

Verification of Course Completion

6. Enter the number of courses a student is expected to complete each school year in middle schools/middle school grades in this district.

Alternative Schools Accountability Model

Description of Indicator 13: Credit Completion

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (norm-referenced test and California Standards Tests). **Indicator 13: Credit Completion** provides a measure of school performance emphasizing strategies for improving credit completion and academic progress at schools that award high school credit for the 9th grade and above, regardless of the instructional strategy used.

Appropriate Student Population(s)

Type of School: Indicator 13 is appropriate for all schools participating in the Alternative Schools Accountability Model.

Grade Level: Grades 9 and above

Definition of Indicator: *Credits* are those school credits that count towards a student's graduation requirements and are awarded for successful completion of course and/or unit requirements. *Credits awarded for non-academic factors are specifically excluded from this measure.*

Instructions for Completing Indicator 13

The measure will be computed in one of the two ways (A or B) described below. Each ASAM school that selected this indicator has also selected either method A or B and is expected to continue using that method for three years.

- | | |
|---|--|
| 13A.
2002-2003
Credit
Completion
Rate: | <ol style="list-style-type: none"> 1. The numerator is the total number of high school graduation credits earned by all long-term students while enrolled in grades 9-12 at the school during the 2002-2003 reporting year. <hr/> <ol style="list-style-type: none"> 2. The denominator is the total number of high school graduation credits attempted by long-term students while enrolled in grades 9-12 at the school during the 2002-2003 reporting year. 3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage |
| 13B.
2002-2003
Average
Credits
Completed
Rate: | <ol style="list-style-type: none"> 1. The numerator is the total number of high school graduation credits earned by long-term students while enrolled in grades 9-12 at the school during the 2002-2003 reporting year. <hr/> <ol style="list-style-type: none"> 2. The denominator is the total number of long-term students enrolled in grades 9-12 at the school during the 2002-2003 reporting year. 3. First Rate: line 1 divided by line 2 and rounded to the nearest whole number 4. The denominator of a second calculation is the total number of days all long-term students were enrolled in grades 9-12 at the school during the 2002-2003 reporting year. 5. Second (Monthly) Rate: line 1 divided by line 4, multiplied by average schools days per month, and rounded to one decimal place |

Please see sample online reporting forms on the following pages.

Sample Online Reporting Form

Indicator 13A: Credit Completion

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

A. Credit Completion Rate

1. Total number of high school graduation credits earned by all long-term students while enrolled in grades 9-12 at the school during the 2002-2003 reporting year
2. Total number of high school graduation credits attempted by long-term students while enrolled in grades 9-12 at the school during the 2002-2003 reporting year
3. 2002-2003 Credit Completion Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Graduation Credits

4. Enter the number of credits required for high school graduation at this school.

Sample Online Reporting Form

Indicator 13B: Credit Completion

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

B. Average Credits Completed Rate

1. Total number of high school graduation credits earned by long-term students while enrolled in grades 9-12 at the school during the 2002-2003 reporting year
2. Total number of long-term students enrolled in grades 9-12 at the school during the 2002-2003 reporting year
3. 2002-2003 Average Credits Completed Rate:
(line 1 automatically divided by line 2 and rounded to the nearest whole number)
4. Total number of days all long-term students were enrolled in grades 9-12 at the school during the 2002-2003 reporting year
5. 2002-2003 Average Monthly Credits Completed Rate:
(line 1 automatically divided by line 4, multiplied by average school days per month, and rounded to one decimal place)

Verification of Graduation Credits

6. Enter the number of credits required for high school graduation at this school.

Alternative Schools Accountability Model

Description of Indicator 14: High School Graduation

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (norm-referenced test and California Standards Tests). **Indicator 14: High School Graduation** provides a measure of school performance in improving credit earning rates and levels of high school program completion.

Appropriate Student Population(s)

Type of School: Indicator 14 is appropriate for all high schools participating in the Alternative Schools Accountability Model. For a school to use this indicator, a minimum of 15 percent of its total long-term high school enrollment for the 2002-2003 reporting year, but no fewer than 11 students, must be eligible for graduation.

Grade Level: High School

Definition of Indicator: Students *receiving a high school diploma* will normally refer to those students graduating from high school, *including those students receiving their diploma from another high school in the 2002-2003 reporting year after leaving the reporting school*. Each student graduating from either the reporting school or another high school should be included in both of the numerators below. The number of graduates recorded by a school for a single year will be the total number of graduates receiving their diplomas during the entire 2002-2003 reporting year.

Instructions for Completing Indicator 14

The indicator will be computed in each of the two ways (Methods A and B) described below. Schools that report on this indicator are required to use Method A and are encouraged to use Method B as well if the necessary information is known.

As used below, the term *credit-eligible* refers to two categories of students: (1) students who in September of the 2002-2003 reporting year had earned at least 65 percent of the number of high school credits required by the district for graduation or, if it is higher, the number of credits normally expected of a student beginning 12th grade in the district; and (2) students who became credit-eligible during the reporting year AND graduated. The denominator for this indicator should be the total number of students in both categories.

Method A, 2002-2003 Graduation

Rate for Credit-Eligible Students:

1. The numerator is the total number of long-term high school students enrolled in the school during the 2002-2003 reporting year who *received a high school diploma* during the reporting year.

2. The denominator is the total number of *credit-eligible* long-term 12th grade students enrolled in the school during the 2002-2003 reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

Alternative Schools Accountability Model

Description of Indicator 14: High School Graduation

**Method B,
2002-2003
On-time High
School
Graduation
Rate:**

1. The numerator is the total number of long-term high school students enrolled in the school during the 2002-2003 reporting year who *received a high school diploma* during the reporting year.

2. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who should have graduated during the reporting year based upon the date initially established at high-school entrance for their graduation.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

Please see sample online reporting form on the following page.

Sample Online Reporting Form

Indicator 14: High School Graduation

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Instructions: Schools that report on this indicator are required to enter data for computation Method A on lines 1 and 2. After completing data entry for Method A, they should also enter appropriate data for Method B on line 5 if this information is known.

Method A Graduation Rate for Credit-eligible Students

- | | |
|--|--|
| 1. Total number of long-term high school students enrolled in the school during the 2002-2003 reporting year who <u>received a high school diploma</u> during the reporting year | <input style="width: 80px; height: 25px;" type="text"/> |
| 2. Total number of <u>credit-eligible</u> long-term 12 th grade students enrolled in the school during the 2002-2003 reporting year | <input style="width: 80px; height: 25px;" type="text"/> |
| 3. 2002-2003 High School Graduation Rate for Credit-eligible Students:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as percentage) | <input style="width: 80px; height: 25px; background-color: #cccccc;" type="text"/> |

Method B On-time High School Graduation Rate

- | | |
|---|--|
| 4. Total number of long-term high school students enrolled in the school during the 2002-2003 reporting year who <u>received a high school diploma</u> during the reporting year | <input style="width: 80px; height: 25px; background-color: #cccccc;" type="text"/> |
| 5. Total number of long-term high school students enrolled in the school during the 2002-2003 reporting year who should have graduated during the reporting year based upon the date initially established at high-school entrance for their graduation (if this information is known) | <input style="width: 80px; height: 25px;" type="text"/> |
| 6. 2002-2003 On-time High School Graduation Rate:
(line 4 automatically divided by line 5, multiplied by 100, and expressed as a percentage) | <input style="width: 80px; height: 25px; background-color: #cccccc;" type="text"/> |

Alternative Schools Accountability Model

Description of Indicator 15: A. GED Completion, B. CHSPE Certification, or C. GED Section Completion

Schools participating in the Alternative Schools Accountability Model are required to collect and submit information to the California Department of Education on two student performance indicators in addition to the STAR (norm-referenced test and California Standards Tests). **Indicator 15: GED Completion, CHSPE Certification, or GED Section Completion** provides alternative measures of school performance in program completion.

Appropriate Student Population

Type of School: Indicator 15 is appropriate for schools participating in the Alternative Schools Accountability Model that have access to GED or CHSPE scores for their students and where at least 15 percent of the schools' total long-term high school enrollment took the reported exam, as long as that number is not fewer than 11.

Grade Level: High School (eligible students only)

Definition of Indicator: This completion indicator will be computed in one of the three ways (Methods A, B, and C) described below. Each participating school has selected *one of the methods* indicated and is expected to continue using this method for three years.

Instructions for Completing Indicator 15

Requirements regarding eligibility to take these exams preclude including results for students younger than 16 for the CHSPE or younger than 17 for the GED.* *Students passing the GED or CHSPE* refers to those students who completed all GED or CHSPE requirements during the 2002-2003 school year, either at the reporting school or at another school after leaving the reporting school. Each long-term student passing the tests required for certification based on these exams should be included in the appropriate numerator. The number of 'passes' recorded by a school for a single year is the total number of individuals successfully completing the equivalency or proficiency tests during the entire reporting year. The denominator for this indicator should be calculated by counting all test-eligible long-term students who are or were enrolled in the reporting school during the 2002-2003 reporting year who attempted to pass the exam. For purposes of computation, students who took a given exam more than once are only to be counted once.

For *GED Section Completion* the numerator of the formula is the number of GED test sections passed either at the reporting school or at another school during or after the student's enrollment in the reporting school in the 2002-2003 reporting year. The number of 'passes' recorded by a school for a single year should therefore be the total number of GED test sections successfully passed by long-term students during the entire 2002-2003 reporting year.

The denominator for *GED Section Completion* is calculated by counting the total number of GED test sections attempted by all long-term students enrolled in the reporting school during the 2002-2003 school year. Multiple attempts by a student to pass a GED test section should not be counted more than once. For example, if a student took the reading section three times, the math section two times, and did not attempt any other sections, that student attempted two sections.

*Eligibility requirements for GED and CHSPE:

Data may be reported only for students who were at least 17 years of age at the time they took the GED or 16 years of age at the time they took the CHSPE and who met the other eligibility requirements for testing. See eligibility requirements for the GED at: <<http://www.cde.ca.gov/GED/>> and for CHSPE at <<http://www.chspe.com/>>.

Continued on the following page.

Alternative Schools Accountability Model

Description of Indicator 15: A. GED Completion, B. CHSPE Certification, or C. GED Section Completion

**15A.
2002-2003 GED
Completion
Rate:**

1. The numerator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who met the GED age requirement and passed all tests required for *GED certification* during the reporting year.
2. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who met the GED age requirement and attempted to pass the tests required for GED certification during the reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

**15B.
2002-2003
CHSPE
Certification
Rate:**

1. The numerator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who met the age requirement and *passed the CHSPE* during the reporting year.
2. The denominator is the total number of long-term students enrolled in the school during the 2002-2003 reporting year who met the age requirement and attempted to pass the CHSPE during the reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

**15C.
2002-2003 GED
Section
Completion
Rate:**

1. The numerator is the total number of *GED test sections passed* during the 2002-2003 reporting year by all eligible long-term students enrolled in the school during the reporting year.
2. The denominator is the total number of GED test sections attempted during the 2002-2003 reporting year by all eligible long-term students enrolled in the school during the reporting year.
3. Rate: line 1 divided by line 2, multiplied by 100, and expressed as a percentage

Please see sample online reporting forms on the following pages.

Sample Online Reporting Form

Indicator 15A: GED Completion

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school only* in the boxes as indicated.

A. GED Completion

1. Total number of eligible long-term students enrolled in the school during the 2002-2003 reporting year who completed all requirements (passed all tests) required for GED certification during the reporting year

2. Total number of eligible long-term students enrolled in the school during the 2002-2003 reporting year who attempted to complete all requirements (pass all tests) required for GED certification during the reporting year

3. 2002-2003 GED Completion Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

4. Total number of long-term high school students enrolled in the school during the 2002-2003 reporting year

5. Percentage of long-term students who attempted to complete all requirements for GED certification during the reporting year (line 2 automatically divided by line 4, multiplied by 100, and expressed as a percentage)

Sample Online Reporting Form

Indicator 15B: CHSPE Certification

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school* only in the boxes as indicated.

B. CHSPE Certification

1. Total number of eligible long-term students enrolled in the school during the 2002-2003 reporting year *who passed the CHSPE* during the reporting year
2. Total number of eligible long-term students enrolled in the school during the 2002-2003 reporting year who attempted to pass the *CHSPE* during the reporting year
3. 2002-2003 CHSPE Certification Rate:
(line 1 automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

4. Total number of long-term high school students enrolled in the school during the 2002-2003 reporting year
5. Percentage of long-term students who attempted to pass the CHSPE during the reporting year
(line 2 automatically divided by line 4, multiplied by 100, and expressed as a percentage)

Sample Online Reporting Form

Indicator 15C: GED Section Completion

Note: Click on the underlined indicator name above to display additional information about this indicator and the definition of students who are to be included. For additional information regarding long-term students, the 2002-2003 reporting year, and terms underlined below click on the underlined terms.

Name of School	District	County	CDS Code

Please enter data for *this school* only in the boxes as indicated.

C. GED Section Completion

1. Total number of *GED sections passed* during the 2002-2003 reporting year by all eligible long-term students enrolled in the school during the reporting year

2. Total number of GED test sections attempted during the 2002-2003 reporting year by all eligible long-term students enrolled in the school during the reporting year

3. 2002-2003 GED Section Completion Rate:
(line automatically divided by line 2, multiplied by 100, and expressed as a percentage)

Verification of Appropriate Student Population

4. Enter the number of eligible long-term students enrolled in the school during the 2002-2003 reporting year for whom data have been reported in lines 1 and 2 above.

5. Total number of long-term high school students enrolled in the school during the 2002-2003 reporting year

6. Percentage of long-term students who attempted to complete GED test sections during the reporting year
(line 4 automatically divided by line 5, multiplied by 100, and expressed as a percentage)

VI. Sources of Information

For further information about the ASAM, please contact Robert Bakke at (916) 445-7746 or at rbakke@cde.ca.gov. For further information about ASAM indicators and reporting, contact Heidi Wackerli at (916) 323-2564 or at hwackerl@cde.ca.gov. Inquiries related to data collection systems and indicator development may be addressed to Don Dixon at sra@sonic.net.

For specific questions regarding California's accountability plan under PSAA and NCLB, including information about API and AYP reports, contact the Educational Planning and Information Center, at (916) 319-0863 or at epic@cde.ca.gov.

Information about California's Public Schools Accountability System as a whole can be found at <http://www.cde.ca.gov/psaa/>. Information specific to ASAM is located at <http://www.cde.ca.gov/psaa/asam/>.

Guiding Principles for the Development and Implementation of the Alternative Accountability System.¹³

1. The Alternative Accountability System must be technically sound and recognize the special needs and diversity of students served by alternative schools.
2. The Alternative Accountability System should support parents' and the public's right to know the levels of student performance in each alternative school and program. In addition, significant improvement in alternative schools should be recognized.
3. The Alternative Accountability System must measure growth in knowledge of content, skills, and competencies that can be taught and learned in school. Such measures should reflect state content and performance standards and other indicators that are important for populations served by alternative schools.
4. The Alternative Accountability System must identify and set reasonable standards of school performance, but should not attempt to create an artificial standard of comparison across many types of alternative schools.
5. The Alternative Accountability System must measure school performance and growth on the basis of "value added" characteristics of the programs within a focus on multiple program goals.
6. The Alternative Accountability System should provide accountability for all students in alternative schools and assign responsibility for improvement to appropriate schools.
7. The Alternative Accountability System is part of an overall accountability system that must include comprehensive information and incorporate contextual and background indicators beyond those required by law.
8. The Alternative Accountability System should strive to measure growth based on student-level longitudinal data.
9. The Alternative Accountability System should be flexible and its component indicators should be stable.
10. The Alternative Accountability System should support local accountability systems and minimally burden them.
11. The Alternative Accountability System should provide schools the opportunity to participate in the main accountability system.
12. The Alternative Accountability System must conform to the requirements and intent of the Public Schools Accountability Act of 1999 and other related legislation.

¹³ Developed by the Alternative Accountability Subcommittee of the Superintendent's Advisory Committee for the Public Schools Accountability Act (PSAA) and approved by the State Board of Education in July 2000.